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ABSTRACT

A project was conducted to design an alternative assessment tool for use with adult learners traditionally identified as reading below fifth-grade level. This assessment allows for the creation of a goal-oriented Individual Education Plan that is personalized to the learner's needs and educational goals. The approach, analogous to the art technique of collage, draws upon the unique experiences, interests, and purposes for learning that each learner brings, highlighting existing strengths and prior experiences. The collage assessment approach created during the project was field tested on 100 adult learners. Because of the collage format, the evaluative phase of the project was far too cumbersome for the time period funded by a minigrant. The project produced a final report, collage assessment instrument, and a user's guide. The user's guide includes the following: a rationale for assessment and evaluation, and many assessment strategies, including intake strategies, checklists, observation procedures, using anecdotal records, developmental reading assessment, self-evaluation by students, and writing analysis. (KC)

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ABSTRACT PAGE

Title: MODIFIED ASSESSMENT FOR ADULT READERS

Project No.: 98-4043 Funding: $4,361

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Purpose: The purpose of the project was to design an alternative assessment tool for use with adult learners traditionally identified as reading below the fifth grade level. This assessment allows for the creation of a goal-oriented Individual Education Plan that is personalized to the learner's needs and educational goals. It draws upon the unique experiences, interests, and purposes for learning that each learner brings highlighting existing strengths and prior experiences.

Procedures: The Project Director researched the subject, created the assessment instrument, and field tested the product throughout the fiscal year. The Field Supervisors in each office provided input and recommendations and the instrument was modified as needed.

Summary of Findings: The proposal submitted stated that the assessment would be field tested on 100 adult learners. With a collage format, this became cumbersome and too large a number for a mini-grant. Also, the amount of work and information far exceeded expectations associated with a mini-grant.

Comments: Because of the collage format the evaluative phase of the data collected was time consuming. The project took far longer to develop than originally anticipated.

Products: Collage assessment instrument and final report.

Descriptors

FINAL REPORT

Introduction

The idea for development of an alternative assessment for adult learners came about because of a need we saw in our organization for a way to gather more data about learners which would tap their strengths and not emphasize their weaknesses in languaging processes.

After having assessed and evaluated hundreds of adult learners in the past three years, I began to see some barriers to gathering data using standardized tests or even informal reading inventories. Most formalized tests illustrate a learner's weakness in a particular area, but are unable to collect information about a learner's prior knowledge or experience, and therefore, lack authenticity of purpose for the test, as well as relevance for the learner. Hopefully, the collage method of assessing learners will encourage positive interactions between learner and assessor. Additionally collage may enable the learner and assessor to collaborate by setting goals which are based upon the strengths the learner has already in place, while also considering the relevance and purpose of the learning to the learner within the scope of his or her educational goals.

Goals of the Project

The goal of the project was to develop and field test a qualitative instrument that connects with the learner's practical life experiences, while emphasizing strengths and positive prior learning experiences. Because the process of reading is inherently invisible to the assessor, and reading behaviors-or lack- must be inferred, it is important to learn to observe the "languager" in various authentic situations. In other words, context for language users is very significant and one's ability to transfer processes from one situation to another is crucial to relating reading improvement to other learning situations. Meaningful connections to the learner's metacognitive strategies must be enhanced, too. The collage assessment is a way to qualitatively measure an adult learner's reading and writing abilities, which can be added to standardized test scores to develop a clearer picture of a learner's understanding of the conventions of print.

The objectives of the project are as follows:

1. To develop and formalize the collage assessment tool specifically geared to the beginning reader/writer.

2. To use and field test the tool with 100 learners enrolled in the program.
3. To write an accompanying user's guide for other adult educators to incorporate into their programs.
4. To provide a final report with the final products of the assessment tool and user's guide.

Project Phases

After having made the determination for the need to develop an alternative assessment tool to assist in creating an open-ended, positive evaluation of learners' strengths and strategies-in-place, the assessment and user's guide was developed and implemented in-house during the first six months. (A major barrier to the development of the assessment was the number of learners we were to assess using the new instrument, because the tool was modified several times.) After receiving input from other staff coordinators and then actually using the instrument, there was some modification to the instrument required, so that further testing in our other offices was necessary. The final products will be available to other literacy councils/providers in the Commonwealth through AdvancE.

Current Practice

Most Literacy Councils in the Commonwealth seem to use a standardized test or an informal reading inventory to determine a learner's level of reading and writing. Various types of tests were examined and found to be lacking in ability to denote strengths of the languager. Further, by gathering quantitative information as the only source of evaluation for learner knowledge, an assessor fails to develop a very clear picture of learner abilities and understanding of print conventions. Collage assessment is by nature a qualitative means of generating a broader picture of learner strengths and cognitive strategies used by the learner, and aids in the creation of curricula designed to build upon existing knowledge and experience within the framework of both the learner's and program's goals. While standardized testing will remain a way to gather information about a learner, alternative assessment forms should also have a place in developing educational programs for learners of any age.

Research

Most of the information used to develop the collage assessment came from the readings for my Master's Degree at Penn State. Respected books, journals, abstracts and

articles on adult education were particularly helpful. I was fortunate to be able to read a great deal of theory and then apply that theory in practice where I worked at Mid-State Literacy Council. Our learners participated whenever possible and gave valuable input that was used in the development of the project. I also used AdvancE and staff development seminars and area conferences to the fullest. Staff members' expertise, too, was invaluable.

Instrument Design

The modified assessment--COLLAGE-- includes a variety of methods that can be used to develop a clearer picture of learner's awareness of the conventions of print by asking for collaboration between the learner and the assessor in seeking those understandings. The instrument relies on the assessors' powers of observation, his or her capacity to ask questions and a further ability to infer from behaviors observed, in addition to perspectives and strategies of the learner. It is important to ask the learner to generate a writing sample--an actual product which typifies usable conventions of an expressive language function.

Many means of gathering information are attended to in the user's handbook, from how to keep anecdotal records, to how to develop a checklist of pre-reading behaviors. The ideas presented should be used to supplement the assessment and

evaluation processes already used in a program, and could also be modified to suit the style of the assessor.

Products

Under the grant project the following products were produced:

1. a Final Report
2. a User's Guide and Modified Assessment Workbook

Project Summary

When the idea for the project originated, I believed that developing an alternative assessment would be easy; however, I now know that what I created is just the beginning. I also realize that the project will continue to be modified as I become more knowledgeable of the languaging processes I attempt to analyze.

Assessment, or data gathering, is just the first step. The evaluative step is far more time consuming than I originally anticipated, but if one is willing to do what is necessary, it is possible to build a collage, or picture, of a learner that allows for the creation of a curriculum specifically designed for each learner's quest in becoming a better communicator in print or in oral language.

Disclaimer

The activity which is the subject of this report was supported in part by the U.S. Office of Education and the Pennsylvania Department of Education. The opinions expressed herein, however, do not necessarily reflect the position or policy of the U.S. Office of Education, and no official endorsement by these agencies should be inferred.

MODIFIED ASSESSMENT

FOR ADULT READERS

COLLAGE

USER'S GUIDE

98-4043

Mid-State Literacy Council
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TABLE OF CONTENTS:

I. Rationale Assessment and Evaluation.....1

II. Collage Input.....6

III. Picture Assessment.....70

IV. Collage Output.....78

Bibliography.....97

RATIONALE

ASSESSMENT AND EVALUATION

WHAT IS THE DIFFERENCE?

RATIONALE FOR ALTERNATIVE ASSESSMENT

A concept that supposes that anything we can learn can be quantified and then objectively measured lies behind most educational philosophies today. From this particular concept comes a rationale for a hazy idea that we, as individuals, can be classified into a numbered hierarchy based upon quantifying our "intelligence", which is otherwise known as our IQ scores. The concept has also led to the notion that we can objectively determine what someone has "learned" based upon test results from norm referenced tests and criterion referenced tests; further, that the aforesaid tests are, indeed, "objective."

We need to ask ourselves whether we believe in the concept that everything we are and all that we have learned in our lives can be quantified, or whether we believe that we are too complex to be so easily measured. Is the idea of "validity" one which can only be tied to objective, quantifiable measures, or can we, as facilitators of learning for others create a broader, more subjective form of assessment and evaluation based upon a type of data gathering called collage? Can this subjective form be "valid"? Each of us needs to decide an answer to these questions based upon our own educational philosophy.

If you decide that you want to learn more about a learner than a single measure can give, then there are ways to create a more global picture of a learner. Some alternatives follow: intake questions that ask the learner to think about how s/he learns to further develop language and to determine learning style preferences; portfolios which collect varied texts that the learner interacts with in achieving goals and can later evaluate; collage assessment, which allows the assessor, with the learner's help, to develop a picture of learner's understanding based upon a number on mini-assessments; and various standardized tests, both criterion and norm-referenced are among the many alternatives available.

The standardized tests are available on the market for many purposes. Collage assessment will be discussed in the following handbook. Please remember that most of the ideas presented are ideas that should be modified by the user to best serve the learners in the programs in which the user works.

Assessment and Evaluation-What's the Difference?

Many people don't know the difference between assessment and evaluation. Assessment is a term used for the gathering of data which can then be analyzed or evaluated in order to obtain an idea of an individual's knowledge about something. Because our predominant educational philosophy hinges upon a belief that knowledge is a closed commodity which can be quantified or measured, most assessments of a standardized nature seek a predictable score which then becomes, in a sense, the "evaluation" of the subject's capabilities.

Because I believe that anyone's knowledge is fluid and relative to one's experience, I also believe that a single scored evaluation of an individual is insufficient in determining his or her knowledge, or even his or her ability to learn. In an effort to seek an assessment tool that is flexible enough to gather data that illustrates diverse strengths and weaknesses of learners, I developed a form of assessment called "collage", which requires the assessor to gather as much information about the learner as is possible, creating a picture of a learner's styles and preferences, in addition to his or her prior knowledge. While I believe that there is a place for standardized testing, I believe that there must also be a place for qualitatively based

information, which can be evaluated to provide a broader base of understanding so that curriculum can be developed that would enhance and be enhanced by the learner him or herself.

Additionally, it is important to note that when assessing a learner, it is imperative to modify the assessment tool you use to best suit both your learner(s) and you. Hopefully, the ideas which I present to you are accessible to you and your program.

COLLAGE

INTAKE STRATEGIES

FOR

COLLAGE ASSESSMENT

The following ideas may help you intake information that can be used to develop a collage assessment for the learner/user you are assessing and evaluating. Modify the ideas to suit your program goals and your own learning style. You may want to use only one part of these suggestions, or you may want to gather as much information as you are able.

LANGUAGE CUEING SYSTEMS

I. Graphophonic*- does not operate apart from the other systems. Includes

-Spelling conventions

-Awareness of letters, words, phrases, punctuation, and length of words, shape or configuraton of words

* Needs extensive analysis only when understanding of correspondences by user is necessary.

II. Syntactic System-

-Grammar, structural rules of language, inter-relationships of words, sentences and paragraphs to create meaning; word order, tense, number, gender, etc. (This is the organization of a language.)

III. Semantic System=meaning=culture

- influenced by personal experience, concerns, beliefs.
- is meaning acceptable to self and others?
- shared with others' context and experience

IV. Pragmatic System- social context

-Practical? Appropriate?

-Rules, expectations, adaptibility, purpose, influenced by one's own experience of language to communicate to self and others.

The above strategies allow languagers to initiate, sample, confirm, and communicate with each other, either in print or orally. Disconfirmation causes confusion.

DEVELOPMENTAL CHECKLIST FOR INTAKE

When developing your own checklist for learner's intake, you may want to consider some or all of the following:

1. Concepts of print
-attends to culturally appropriate concepts
-chooses from a variety of genres
-determines purpose based upon interest or task
-transacts meaning from print
-understands and recognises what reading is

2. Attitudes about reading are positive; why or why not?

3. Strategies for word identification are in place.
-coordinates/utilizes 4 cue systems to make sense of print.
-uses a variety of strategies- word attack or analysis, context, sight vocabulary, etc.

4. Comprehension Strategies
-activates background knowledge of topic
-expects story to make sense
-makes redundancy connections
-self-corrects when story doesn't make sense
-makes meaningful predictions
-creates semantic analysis, syntactic analysis, etc.

INTERVIEWING/QUALITATIVE INQUIRY

Another way to gather information about a new learner, or to develop a broader understanding of a learner who has been in your program for a time, is that of in-depth interviewing. Interviewing enables us to better understand the learner, and may, in fact, enable the learner to better understand him or herself by asking the learner to verbalize learning experiences and feelings about learning, etc. This is one more piece of information in our collage picture of a learner.

While most experienced interviewers advocate three 90 minute interviewing sessions in order to obtain the most information possible, this may not always be expedient. More than one interview, though, is best, particularly if you can spend at least 30 minutes on each. The second interview allows us to analyze our initial interview information and to further develop more in-depth questions based upon our previous interview. We can then better tailor our questions to look for patterns of behavior or attitude.

Interviewing helps us to understand another person by giving him or her an opportunity to share values, meaning of the world, experiences, feelings and personal philosophy, which in that case enable us to better understand by sharing another's being. Remember, too, that while we strive to

comprehend another person, we must also recognize that we can never fully "become" the other, so our understanding is imperfect.

Interviews may only be objective to the extent that the interviewer recognizes that his or her experiences color the interpretation of data; therefore, context of another person's behavior is inherent in the interviewer's creation, or interpretation, of meaning. While interviewers are not really evaluating or testing the subject in the quantitative sense, they are gathering pertinent bits of valid information which provide the means to qualitatively analyze the subject.

When we develop our questions, we need to pay close attention to the bias or slant our questions take. While one of the down-sides of the interviewing process is that it is labour intensive, another inherent problem in the interviewing process is that we should be careful not to translate data or to set questions that seek a particular answer- otherwise known as agenda feeding responses- because these questions may possibly exploit the subject. Know yourself first before you create your questions and then analyze them to the best of your ability for bias before asking another person to answer them.

Further, an effective interviewer does more in a face-to-face interview than ask questions and get responses. The interviewer's observations of the subject give more valuable information that can be used in collage assessment processes. Verbal cues inform the interviewer of inconsistencies in speech and body language. Keep dated notes of each meeting. If possible, videotaping the session for later study is a good idea, although not always feasible. Certainly, tape recording each session allows for additional examination afterward, especially if the recorder has a cue button so that you can indicate areas to note subsequently.

Developing questions to ask during your initial session may need to be somewhat standardized based upon your program's needs. Intake forms are just the beginning of data collection, though. There should be opportunities to further elaborate on pertinent points and questions should be open-ended to encourage digression.

INFERRING FROM OBSERVATION

There are many ways to infer literate behaviors based upon observation. Alternatively, two effective ways to gauge individuals are the developmental checklist and the interview. Create your own questions that enable you to determine whether or not a family appears to value literacy by first observing the individuals in their home environment. Keep anecdotal records and any additional information gathered at the site, such as questionnaires and surveys, notes on family interactions, and so on, to analyze later. If you choose to include an observational checklist, some or all of the following list will help you develop a picture of text usage in the home:

newspapers	movies
magazines	records
dictionary	encyclopedia
TV GUIDE	telephone book
reference books	maps
homework/texts	paper/pens/pencils
cookbooks	children's books
adult books	language usage
types of toys	listening skills
parent-child interactions	social skills
attitudes toward learning	other

For interviews, plan to ask questions that focus on library use, school visits, attitudes about parenting, and so on.

Remember to record interactions or anecdotes regarding interactions with the family. Date them.

You may want to keep a journal or log for each family you observe and watch for patterns of behavior to develop. The family's profile will enable you to create Individual Programs for each.

USING ANECDOTAL RECORDS

Anecdotal records can be used for a variety of purposes. The teacher or facilitator takes notes about behaviors they see in learners, which then can be used to denote patterns. Be sure to ask questions like:

What have you read or written lately? What do you like to read or write about? How do you choose the texts that you read? What are the different purposes for reading and writing?

What you observe when the learner is reading or writing is also valuable. Some of the questions you can think about are these:

What is the learner reading? Is the genre similar to past texts? Does s/he seem to choose the same genre over and over again?

What is the reader writing? Does the learner write for different purposes?

How does the learner evaluate what s/he reads and writes?

How does the learner seem to react to new information?

How does the learner feel about reading and writing? Does s/he enjoy reading and writing tasks, or not, and why?

How does the learner USE language, both oral and print?

From your analyses of the data that you have gleaned, develop some strategies to help the learner achieve his or her goals.

You may want to have the learner keep a reading log in addition to a writing log, which can both be placed in the portfolio, if so desired.

Remember that you want the learner to begin to self-evaluate him or herself. Look for behaviors that may indicate the learner's ability to evaluate works and self-correct. For example, how often does the learner "hear" a mistake when reading miscues occur and then correct the error? Remember to date your observational notes and save them.

STRATEGIES FOR REFLECTIVE PRACTICE

Questioning what, why, and how one does things and asking what, why, and how others do things

Seeking alternatives

Keeping an open mind

Comparing and contrasting

Seeking the framework, theoretical basis, and/or underlying rationale

Viewing from various perspectives

Asking "what if..."

Asking for others' ideas and viewpoints

Using prescriptive models only when adapted to the situation

Considering consequences

Hypothesizing

Synthesizing and testing predictions

Seeking, identifying, and resolving problems

QUESTIONING

Kind of Thinking	Purpose	Examples
Narrow questions		
1. Focus on ideas	Recall	Who...
	Identification	What...
	Yes/no response	When...
	Definition	Where...
2. Relate ideas	State relationships	Why...
	Compare	Explain...
	Contrast	Compare...
		Contrast...
Broad questions		
1. Think beyond ideas	Prediction	What if...
	Speculation	Suppose...
	Inferring	Knows how...
	Finding alternatives	How many ways...
	Guessing	Predict that...
2. Evaluate ideas	Judging	What you know
	Giving opinions	Do you agree?
	Choosing/deciding	How do you feel
	Valuing	

ASSESSMENT DATA CHECKLIST

1. Symbol Systems- processes to observe in learner--selective attention or focus--discrimination-memory-comprehension--concept organization for categorization redundancy

2. Systems Analysis-input--organization--output*

3. Observational Descriptions-strengths & weaknesses

4. Rule Acquisition, Application, & Automaticity

5. Analysis of Task and Setting Contributors

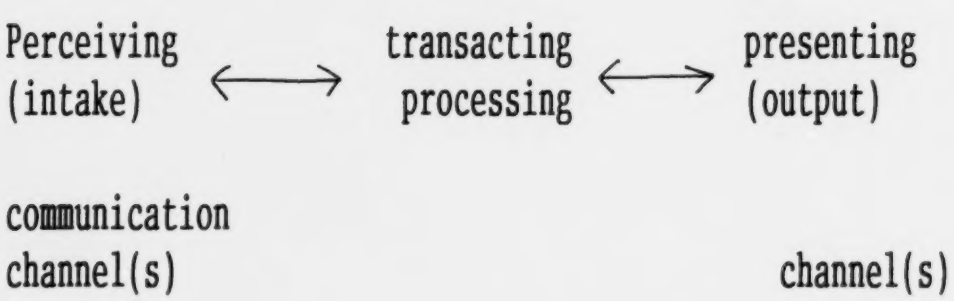
6. Behaviors of Student Noted? Checklist

7. Variety of procedures to denote uneven performance using observation, running record, miscue analysis, informal inventories, standardized test scores, interviews, surveys, tapings, etc.

Is the task relevant to learner's needs, goals, etc?
Observe task performance under a variety of conditions. Is the task natural and functional?
Analyze the task.
Analyze errors and note strengths.

8. Analyze curriculum, objectives, develop conditions and assessment procedures, collect data, display data, interpret data and make decisions based upon the best interest of the learner.

*



ASSESSMENT DATA CHECKLIST

Reading and writing are parts of the whole process of languaging, and cannot be separated from the oral, or listening and speaking, parts. Reading transaction is inherently invisible to the naked eye of an observer; therefore, observational skills become important to someone who is attempting to ascertain another person's awareness and ability with one of the language processes. Because we cannot open the reader's head to look inside to trouble-shoot, the reading assessor must infer from the reader's behaviors his or her abilities. An assessor can use some of the following ideas to create an idea of a reader's patterns of strengths and weaknesses by carefully questioning the reader, or developing a checklist of noted behaviors for later analysis.

You may wish to modify the following to suit your own style.

1. Look at the Symbol Systems' processing ability of the learner. First, does s/he have selective attention behaviors and can s/he focus for appropriate lengths of time based upon the task to be performed? Does there appear to be the ability to discriminate between similarities and differences between symbols and is there apparently some concept

organization for categorizing learning? (Remember that in languaging we need to build on strategies already in use automatically with the user.) The term for prior semantic organization of learning is "redundancy." The reader's redundancy, or context, will facilitate the ability to "connect" with the text in order for meaning to be gleaned. If the reader has no context for the topic being read, then it is probable the reader will not understand what s/he reads.

How does the reader use language? Are language rules already acquired and applied automatically? See the Systems Cues sheets.

There are a variety of procedures to denote uneven performance, such as observational notes or anecdotal records, running records, miscue analyses, interviews, questionnaires, surveys, tapings, checklists, and other forms of formal and informal assessment, including the use of portfolios. All are ways to gather information, to assess one or more processes.

2. After gaining some insight into the reader's symbol systems, do an analysis of the data you have collected. Don't forget to ask the learner to clarify your perceived observations, because, while s/he may not have verbalized a perception of which personal strengths and weaknesses are in

place, it important that all learners do so, and often. Metacognition, or thinking about one's own thinking processes, is a strategy that we all can learn to use.

Another way to look at gathering data for a portfolio, for instance, is to break it down into three steps.

INPUT ORGANIZATION OUTPUT

The information we take in- input- through sensory channels is organized based upon what we already know and have arranged in some sort of order. Once concepts have been acted upon by our method of organizing them, we can then use the stored material, or data, in our output, or the products that we create.

Each of us has a unique way of inputting information. If you have read about different learning styles, or strengths, that may enable us to utilize a variety of channels, or may possibly limit us to one particular mode of learning, then you know what I am talking about. There are several philosophies that deal with learning styles or strengths.

3. Observational descriptions are important in the data collection process. Your notations on observed learner behaviors will enhance your understanding of the strengths and weaknesses of the learner/user of language. For example, if you notice a discrepancy between verbal and non-verbal messages that the learner gives, fo note them. Your notes on miscue patterns, too, will be beneficial to you as you evaluate your assessment.

4. Note apparent language rule usage in the learner. Check for how rules appear to be acquired, and applied, and check the automaticity, or how automatic their usage appears to be by the user.

5. Analyze the task and always note the context or setting contributors. Most learners appear to be nervous during the assessment, which naturally skews the data. If you are aware of this, you can ask some questions that enable you to tap metacognition in the learner which will help you understand him or her better.

6. A general noting of learner's behaviors is important to gathering as much usable data as possible. Again, if you are unsure, ask the learner.

7. Use a variety of procedures to denote uneven performance. By gathering as much data as you can, you are ensuring a broader base for your evaluation of learner strengths and weaknesses.

8. Develop the appropriate curriculum for the learner.

ORAL LANGUAGING CHECKLIST

Name_____ Date_____

___ When given a picture, the learner can "retell" it based upon a visual interpretation.

___ When read a passage, the learner can retell it with some degree of comprehensiveness. (Auditory)

___ When given a group of sentences, the learner can orally generate appropriate fillers for blanks. (Cloze comprehension)

___ The learner can articulate clearly.

___ The learner uses appropriate volume.

___ The learner's language usage is fluent.

___ The learner uses various tones to generate meaning, such as intonation and inflection. (Voice quality)

___ The learner illustrates awareness of appropriate social registers.

___ Other

Personal observations:

READINESS-TO-READ BEHAVIORS

Graphophonics

____ *understands spoken commands*

____ *understands that spoken words can be written (correspondence)*

____ *recognizes similarities and differences in spoken and written symbols*

____ *can begin to match spoken sounds with print*

____ *recognizes alphabet in print and spoken letter sounds*

____ *has some sight vocabulary*

____ *can generalize the alphabet orally*

____ *can generalize the lower case alphabet in print*

____ *can generalize the upper case alphabet in print*

____ *begins to discriminate with word configuration*

Syntactic

____ *understands inter-relationships of words*

____ *forms sentences orally*

____ *uses words grammatically within dialect*

____ *has inherent knowledge of word order in sentences in English- organization*

Semantic

____ *redundancy/experience*

____ *knows language conveys meaning*

____ *categorizes information*

____ *language's relationship to culture/beliefs*

____ *sentence organization*

Pragmatic

____ *usage is appropriate to situation=register*

____ *print is practical means to access information*

AUTOMATICITY IS THE GOAL!!! (level C)

____ *uses strategies effectively to create meaning*

____ *has large vocabulary in print*

____ *builds upon concepts already known*

____ *continues to build vocabulary of sight words*

____ *understands sound-symbol correspondence*

____ *uses sources like dictionaries effectively*

____ *other*

DEVELOPMENTAL READING LEVEL CHECKLIST

PRE-READING BEHAVIORS- graphophonic

____ *matches pictures of object to spoken word*

____ *matches pictures of object to written word*

____ *can match letter to letter*

____ *can match upper and lower case letters*

____ *after hearing a muddled story can recognize that it is out of sequence*

____ *is aware of letters' sounds*

____ *is aware of concept of words' sounds as symbols which have meaning*

PHYSICAL

____ *has appropriate attention span*

Semantic-

____ *understands what languaging is*

____ *can tell a story by reading pictures*

Pragmatic

____ *understands that language is practical means of communicating; that it is social and rule bound*

IDENTIFYING NEEDS

1. Discuss needs or goals with the Learner.

2. Observe the Learner in appropriate environments.

3. Create your hypotheses.

4. Interview the Learner to confirm your hypotheses based upon your observations.

5. Decide how to implement lessons based upon Learner's goals.

6. Help the Learner by creating lessons targeted to achieve goals.

7. Observe the Learner and modify lessons as needed.

LESSON PLANNING

Unit Topic	Sub-unit Topic	Lesson topic
Reading	reading to children	reading a story
Shopping	grocery shopping	buying milk
Writing	journal writing	topic of concern
Reading for job	reading newspaper	reading want ads

Always have the Learner review and practice the materials from the last lesson prior to beginning the new lesson.

Always have the Learner summarize the day's lesson or question the Learner for understanding before ending the session.

GOALS/CHOOSING WHAT TO TEACH/HOW TO LEARN

Goals should be chosen within the frame of reference of both the learner and the facilitator. Experience is context dependent and by sharing several viewpoints, that of the learner and the tutor, goals that best suit the learner's background and prior knowledge can be developed. Together, tutor and learner can create perceptible goals that consider the learner's self-interest, preferences, purposes and learner's relevance within the context of experience. By seeking more then one viewpoint, we open ourselves to other possibilities, thus broadening our horizon.

Remember that how we teach, and what we teach is based upon how we learn and what we learn, because we then apply that knowledge to another learner. In other words, our philosophy reflects our centeredness and whether we are "learner" or "teacher" centered. Who we are determines how, why, when, and where--even our to-what-extent we are willing to learn.

PROCEDURES TO DETERMINE GOALS FOR WRITING

The following steps act as a guideline for determining appropriate goals based upon learner/facilitator interaction when assessing a writing sample. This approach is a derivation of the experiment method.

1. Identify the problem: The learner chooses a story or journal article to analyze. Help the learner decide upon several options for improving his/her writing. Hopefully, the learner will be motivated to set new goals based upon this interaction after recognizing several "miscues" in the writing sample. If the learner has difficulty recognizing problem areas, make several suggestions. Discuss the choices.

2. Hypothesize answers: The learner chooses two or three problem areas and rationalizes the need to improve writing in these areas. If the learner has trouble creating possibilities, ask, "Could we...? These choices then become writing goals.

3. Gather materials: Find or generate examples of the appropriate problem for the learner. For example, if the learner is having difficulty creating questions within his/her writing, have him/her look for questions in print-text that the learner is reading. Ask the learner to look

for what makes a question a question- the format of a question; when do we use questioning, etc. Ask him/her to tell the differences between declarative sentences and questions. List the similarities and differences. The learner then may want to generate questions by him or herself. This leads to ...

4. Experimentation: Ask the learner to show you how to create a question. If needed, the facilitator can demonstrate the appropriate way to develop questions. Repeat the step, as necessary.

5. Observe and respond: The learner can write a response regarding the learning of the goal or discuss it with the facilitator. The tutor can then take a few notes for later implementation of the goal(s). Your observations of the learning process will help you constantly evaluate your learner's needs. When checking for transfer of understanding at a later date, if the learner is having difficulty coming up with answers, help by asking the learner to relate old learning to the new situation. Try alternatives.

6. State conclusions: Ask the learner to explain or summarize his/her best answer in writing, if possible, helping where necessary.

7. Generalize when possible: Ask the learner to brainstorm as many different answers as s/he can think of based upon knowledge and experience. This will aid in later transfer.

8. Review often! Analyze writing together and set new goals! Keep growing!

OBJECTIVES FOR READING ABILITIES

If the learner appears to have a somewhat limited knowledge of the printed word, there are pre-reading skills to be developed prior to learning to read. Some pre-reading objectives follow:

1. Match picture to spoken word
2. Match picture to written word
3. Match letter to letter
4. Match lower and upper case letters
5. Sequencing
6. Telling story from pictures
7. Word matching
8. Concept of text correspondence to oral language

Readiness to read abilities in a learner may also be determined by observing the learner in different situations:

1. Expresses self orally
2. Understands others' oral languaging
3. Listens and responds appropriately
4. Matches words' initial sounds with letter's sound
5. Can discriminate between similarities/differences (in sound and symbol)
6. Matches oral symbol to printed symbol

Beginning reading ability seems to involve these concepts:

1. Recognizes print conventions

2. Has oral vocabulary bank
3. Has some sight word vocabulary
4. Knows alphabet
5. Knows letter sounds
6. Has some inventive spelling capability

PORTFOLIO ASSESSMENT AND EVALUATION

If we believe that assessment should be ongoing and authentic in addition to being learner centered, then a good way to gather information about a learner is through a technique known as Portfolio Assessment. This method is also a way for learners to discover the means to evaluate their own languaging by collecting and analyzing their products and the processes that they went through to develop those products. There can be many different types of portfolios and each will be as unique and varied as the creator and will follow the purposes for which the portfolio was developed.

Before deciding what to put into a portfolio, we need to ascertain who the portfolio's owner will be, who will control its contents, who will add or delete contents, who will have access to the contents, and who will participate in the evaluation of the contents and how often.

Portfolio development follows the purposes of the developer, and while being varied, can include some or all of the following:

Learner's Goals/Program Goals
Reflections of the Learner and Self-evaluations
Writing and Reading Logs

Photographs/pictures/collages depicting learning process
Activities pertaining to Learning
Evaluations of Chosen Participants in the Learning
Standardized Test Scores
Observations/Tapings
Anything the Participant wishes that describes learning

While a major disadvantage to portfolio development may be the perceived notion that it is a time-consuming process, and it may also be laborious collecting and evaluating the contents, the positives may be many. The learner is actively involved in the collection and evaluation of the portfolio's contents, there is ongoing interaction between the facilitator and learner, it enables the learner to begin taking responsibility for learning goals, and it develops the learner's esteem, thus empowering the learner.

The questions we, as learners, ask ourselves is very important to our learning. The following evaluative questions are taken from ASSESSMENT AND EVALUATION IN WHOLE LANGUAGE PROGRAMS, Bill Harp, Editor:

How do you decide if writing is good writing? What makes one piece of writing better than another piece of writing? How do you decide if your writing is good writing?

If someone asked you to help them write a (story, poem, report, description...) what would you do for them?

Does it make a difference whom you are writing for when you write? Whom you are writing to?

Who helps you write? How do they help you? What do they do when they help you? If you could get someone to help you write a _____ what would you have them do to help you?

How do you go about writing? What do you do when you write? Do you ever get stuck? What do you do then?

What part of writing do you like the most? the least? How do you explain that?

What are some of the things that writers do?

The collaborative aspects of portfolio evaluation often enable learning to take place when conversing about the various pieces that the learner has chosen to place into the portfolio.

Conference sheets are a good way to document specific learning that takes place during either formal conferences or in conversation. Conference questions will follow both the goals of the learner and the program's goals, if

possible. Interviews, observational documentation like anecdotal records and notes, or checklists will also help document learning. Learner's Self-Evaluation sheets will further document learning. So will learning logs, journal entries, pictures, writing samples across genres, writing and reading logs, etc. How the above are placed into the portfolio is the learner's choice. Encourage flexibility in the learner. Be flexible yourself.

Reading & Writing Log

Name_____ Time period_____

Name of Work	Date started	Comments	Date finished

STANDARDS FOR EVALUATING WRITING ABILITY

The following standards have been modified from D. R. Bear's "On the hurricane deck of a mule": Teaching adults to read using language-experience and oral history techniques. Reno, NV: Reno Center for Learning and Literacy. ERIC #ED 294 155.

Circle the appropriate level, or use checklist.

MECHANICS

Grammar and Usage

Beginning: Many errors in the usage of parts of speech.

Intermediate: Most conventions of print are observed,but errors may still occur.

Advanced: Conventions of print usually observed; grammatical errors few.

Punctuation:

Beginning: Punctuation infrequently used; fragments/run-ons common.

Intermediate: Sentences usually end in meaningful punctuation.Some inaccuracies still common when using internal punctuation.

Advanced: Sentences end with appropriate punctuation; most other punctuation also used correctly.

Capitalization:
Beginning: Little understanding of capitalization rules shown. Sometimes all words are formed with capitals, which decreases the understanding of the reading audience.

Intermediate: Some awareness of capitalizing rules in use. Some inconsistencies in rule application still being used.

Advanced: Effective usage of capitalization rules.

Spelling
Beginning: Uses inventive spelling; rudimentary knowledge of sound-symbol correspondence.

Intermediate: Spells most words in vocabulary correctly, but still has difficulty with words that cannot be sounded out.

Advanced: Rarely needs help with spelling; confident with word choice and usage.

Handwriting:
Beginning: Awkward manipulation of implement, difficulty with small motor coordination; some upper/lower case print.

Intermediate: Becoming aware of mechanical conventions; appropriate spacing; usually legible.

Advanced: Writes neatly; comfortable with medium.

STANDARDS FOR EVALUATING WRITING con't.

Circle the appropriate level, or use the checklist.

COMPOSITION

Quality of Ideas

Beginning: Little ability to develop detailed concepts.

Intermediate: Some relatedness to topic and ability to build upon it.

Advanced: Most ideas relevant to topic, well-developed, clearly presented.

Selection of Words

Beginning: Limited vocabulary; concrete terminology.

Intermediate: Word selection somewhat descriptive, fairly accurate.

Advanced: Experimentation with descriptive words, fluent.

Quality of Organization

Beginning: Little awareness of story conventions, depending upon type of writing to be used. Difficultly organizing thoughts or sequencing.

Intermediate: Some awareness of beginning, middle, end of a tale or sentence organization, paragraph structure, etc., depending upon learner's understanding.

Advanced: Good usage of story conventions appropriate to the type of writing being done.

Structure of Sentences

Beginning: Forms letters, copies text, writes about ideas in phrase form.

Intermediate: Writes in phrases, sometimes using sentences; copies correctly; takes some risks; beginning to understand varied purposes for text; begins to understand need for editing and writing for clarity; understands the role audience plays.

Advanced: Writes in complete sentences; writes for varied purposes; independent writer; can self-correct and edit. Learning to evaluate writing of self and others.

Structure of Paragraphs

Beginning: Has little awareness of purpose of paragraphs.

Intermediate: Has some understanding of purpose of paragraphs; is beginning to use paragraphs in writing; can identify a paragraph in text.

Advanced: Uses paragraphs appropriately.

Name: _____Date_____

EVALUATION CHECKLIST

MECHANICS

Grammar and Usage:
____ Beginning
____ Intermediate
____ Advanced

Punctuation:
____ Beginning
____ Intermediate
____ Advanced

Capitalization:
____ Beginning
____ Intermediate
____ Advanced

COMPOSITION

Quality of Ideas
____ Beginning
____ Intermediate
____ Advanced

Selection of Words
____ Beginning
____ Intermediate
____ Advanced

Quality of Organization
____ Beginning
____ Intermediate
____ Advanced

Spelling

___ Beginning

___ Intermediate

___ Advanced

Handwriting

___ Beginning

___ Intermediate

___ Advanced

Structure of Sentences

____ Beginning

____ Intermediate

____ Advanced

Structure of Paragraphs

____ Beginning

____ Intermediate

____ Advanced

PRAGMATICS

Neatness/clarity of meaning

____ Beginning

____ Intermediate

____ Advanced

Social Register

____ Beginning

____ Intermediate

____ Advanced

Rules

____ Beginning

____ Intermediate

____ Advanced

RECOMMENDATIONS FOR GOAL DEVELOPMENT

EXERCISES FOR SENTENCE FINISHING

Name_____ Date_____

Please answer the following questions as best you can. Use words that you feel will describe your feelings about the topics.

1. Learning to read is _____.

2. School was _____.

3. I like _____.

4. I can _____.

5. The best thing about my family is _____.

6. I have fun when I _____.

7. My favorite hobbie is _____.

8. I like to read _____.

9. I need to read_____ for my job.

10. My child's favorite story is_____.

11. My favorite television show is _____.

12. My favorite vacation was_____

_____

_____.

Write about why you want to improve your reading and writing. How can we help you meet your goals?

Writing Log

Name_____

Name of Work	Date Began	Comments	Date Finished

Self-Evaluation Form

Name_____ Date Began_____
End Date_____

Today I learned:

_____

_____

I have questions about:

_____

_____

I worked on:	Mon	Tues	Wed	Thu	Fri
Math	___	___	___	___	___
Writing	___	___	___	___	___
Reading	___	___	___	___	___
Science	___	___	___	___	___
Social Studies	___	___	___	___	___
Computers	___	___	___	___	___

For my next lesson I want to learn:

_____

_____

_____

WRITING MISCUE INVENTORY

The writing miscue analysis is an option that may help you understand the writer's understanding of print conventions. Please bear in mind that, as in any assessment and evaluation process, your educational philosophy will be evident in the product that you create; therefore, it is important that you modify the inventory as you see fit, based upon your knowledge of the learner.

The following steps should help you get to know the learner:

1. Initial interview*
2. Writing sample
3. Oral reading check of sample
4. Reflection
5. Analysis of miscues
6. Curriculum development

* The initial interview gathers a great deal of valuable information which can be used to develop a learner's profile.

1. The initial interview provides the opportunity to gather data which will enable the interviewer to develop a picture of the learner. The questions that you ask the learner will help you begin to "know" him or her, but remember that how you phrase the questions may slant the responses you will get. Try to make the questions as open-ended as you can to glean as much information as possible. Allow the responses to lead you to create more in-depth questions that allow for deeper responses from the respondent. Similar to the questions you may ask to yourself when observing the learner as you develop anecdotal records, these orally generated questions help you develop an image of the strengths and areas of understanding in the learner. Too, this form of questioning allows for opportunities to observe the learner's behavioral responses to your questions, which gives further data, building a clearer picture of the learner. Another bonus to your questioning is that the learner may be led to a better understanding of his or her own strengths or areas of needed improvement through your discussions.

Emotional ties to learning need to be addressed for each learner. For example, how did the learner feel about school at the time s/he was enrolled, how often did the learner's parents read to him or her as a child, what were and are favorite activities, and so on. Remember not to accept a "yes" or "no" response. Always ask the adverbials like who,

what, when, where, why, and to what extent. Show interest, but don't be intrusive. Know when to stop questioning. Hone your own senses as you learn to be a more effective interviewer. As in all interactions, both participants are learning about one another, so always try to be aware of your role.

2. When gathering a writing sample, spend some time talking about why it is necessary. Discuss the English language to share common concerns about its communication channels and so on. Probe into some of the reasons why the learner may or may not wish to share his or her ability with you, a relative stranger. You may want to talk about spelling issues or grammatical problems we all have with written communication. You may get an understanding of the fears associated with print communication, which are very real to the learner and may impede his or her ability to share. Again, use the session to gather as much information as you can, and if certain behaviors lead you to make assumptions, ask questions designed to clarify any points that may be hazy to you. No one knows the learner as well as the learner him or herself, so don't hesitate to ask.

There are many ways to gather a writing sample, from asking the writer to generate one about a topic of choice, or to having the writer read a short article and respond to it, to having him or her look a picture and write about it.

Perhaps the writer may offer to create his or her name, address, or any other name that is important.

3. The oral reading check of the sample is an important part of your assessment because it allows both you and the writer a chance to read the sample. Sometimes the writer will recognize some or all of the errors and the encounter can be a great learning experience. Together you both can create a list of some of the strengths and weaknesses the writer notices. If the writer does not recognize some or all of the miscues, help by drawing attention to the most salient ones. Always give the writer opportunities to clarify errors.

4. The next step in the writing miscue inventory is the reflective stage. In this stage, you and the writer reflect upon the miscues that both of you noticed, determine the writer's strengths and weaknesses and then decide which miscue-patterns the writer chooses to improve. These become his or her writing goals for a designated point of time, and will be rechecked for appropriate usage at the end of the time period. This stage encourages the writer to self-evaluate, which is a necessary step in becoming a responsible communicator in print.

5. The next stage of miscue analysis requires the assessor to delineate patterns of miscues in order to ascertain how

best to help the writer improve over time. Things to look for may include the inability to use the "silent e" rule, spelling miscues, grammatical miscues, neatness for clarity of audience, and so on. See the checklist. Remember to modify your miscue analysis to best suit your learner/writer's learning style, if possible.

6. Curriculum development is the next stage in miscue analysis. Using all the information you have already collected about the learner, create a picture of the learner's learning style, strengths, prior learning and experience. These are among the positives that you have to build upon. Then contrast these positives with the weaknesses that you and the learner have observed and generate learning objectives that will enable the learner to eventually reach his or her goals.

As an example of what is meant, spelling errors or miscues become the words to be learned for the time sequence, be it the next session or the next writing sample given for assessment. It will be the same for grammatical miscues, or any other type. Develop the means to help the learner use the "objective" correctly within his or her ability and goals.

Take the extra time to really get to know your learner. Always be aware of the interest, purpose and relevance of

each meeting for both you and the learner. Be flexible, patient, and understanding. Don't be afraid to make errors yourself, and then model the ways you "fix" them. Share a bit of yourself during your interaction. Above all, continue to learn and modify your level of understanding of the learner and document as far as you are able.

EXAMPLE OF WRITING ANALYSIS

After the learner generates a writing sample, photocopy it so that you do not damage the original document. You may then want to type the sample to assist your eyes to "see" the miscues. As an example of what I mean, see the following sample:

Dear Kim
Hey!

What's up not much happening? in State College today. are you going to be their for Christmas day. I want to know that you can come over.

Sometimes it is easier to denote miscues when transcribing text. Others may find that a highlighter pen will enable them to discriminate effectively. Begin to look for patterns in miscues and note them for later goals' development. As you can see, this writer needs to emphasize punctuation rules and spelling rules for homophones. She also needs to review what sentence structure is and how to generate complete sentences. See the checklist for further ideas.

I have included another writing sample which illustrates the following miscues:

-punctuation rules
-fragment usage
-gerund usage
-verb tense usage
-mixing capital and lower case letters, particularly M, N, R, F, L
-silent K rule
-writing within lines
-run-on sentences
-sentence structure
-using progressives
-clarity of meaning-audience
-standard size/shape of letters
-neatness

You may not want to develop goals for all miscues at this time, but may, instead, want to work on a few at a time. Your choice will be based upon how quickly your learner learns.

March 30 - 1993

Hi!
I'm walquir.
I going to write something I Did and something I going to Do.
The First thing I did today was:
I went to take my English class with Miss Helen and I start my New book Number 3 - and I like with this book and the last book I learn alot. I hope to learn alot with this book too.
after my class I going to see Miss Gaye. she want to talk some. I dont know about what but I going. may be is something interesting for me. after see Miss Gaye, I going to visit my wife at work to see if everything is ok. I going to see her because today is my day OFF and my wife is working. before we have day OFF together. but now I have to stay my day OFF alone, but maybe she have day off every tuesday like me and we can spend all day together all the time.

BEST COPY AVAILABLE

Evaluation of Basic Writing Process

Learner's Name_____
Evaluator_____ Date_____

Writing Process	Yes	Somewhat	No
1. Generates, organizes major ideas, concepts			
2. Expands, extends, elaborates major ideas or concepts			
3. Integrates meaning into logical and coherent whole			
4. Uses variety of linguistic cues-textual, semantic, syntactic, graphophonic			
5. Uses variety of text aids-pictures, charts, graphs, sub-headings, etc.			
6. Uses relevant background knowledge			
7. Predicts/plans upcoming meanings based upon what has previously been written			
8. Initiates writing for various purposes			
9. Is aware of voice, tone, audience, etc.			
10. Participates in writing conferences			
11. Control of mechanics			
12. Displays research abilities			
13. Understands writing process edits, proofreads			
14. Develops, organizes well; style, characters, setting, sequencing			

From " Assessment and Evaluation in Bilingual and Multicultural Classrooms"; Dorothy King; ASSESSSMENT AND EVALUATION IN WHOLE LANGUAGE PROGRAMS; 1991.

RUNNING RECORD

In order to determine the strengths and weaknesses of a beginning reader, I use the procedure known as the Running Record, which analyses the miscues of a reader to determine where the reader is and further helps me decide how to help him or her develop strategies to become a better reader.

Make sure you have a tape recorder with a cueing button. Copy several levels of the BADER INFORMAL READING INVENTORY or any other inventory that has been labeled for grade levels. Have the reader choose one that s/he feels able to read comfortably. I also use a copy of the text to record miscues, making notes about the apparent strategies that the reader uses to transact meaning. Some of the questions I try to answer from my analysis of the reader's miscues and behavior follow:

Does the reader build upon prior knowledge when connecting with the reading material? Does the reader make sense of what is read? If reading is inaccurate, is there a sense that the reader applies oral language to the reading process?

Is the reading grammatical? Does it reflect oral languaging capabilities? Can the reader pay close attention to details

of the text in order to create meaning, or is the reader decoding the text word-for-word?

Does the reader rely too heavily on particular features like visual cues from letters and words of the text, and not enough on context to create meaning?

Can the reader get the "gist" of the story? Does the rate of reading seem to influence the reader's understanding? Is the reader confident of his or her innate abilities? Does the reader appear nervous?

Can the reader give an organized retelling of the text?

What strategies does the reader seem to use when encountering a difficult word? Can the reader verbalize the strategies?

Other considerations to keep in mind when ascertaining reading readiness and ability follow:

-Is the text or topic known to the reader?
-Can the reader evaluate or give an opinion of the text? Was it too hard, too silly, etc?

-Can the reader state strategies s/he used or respond to questions asked regarding the observed "cognitive" behaviors?
-What is the reader's overall response to reading?
-What do we, both reader and I, feel the strengths and weaknesses of the reader are? How do the reader's literacy goals affect the learner's Individual Education Program?

Get a writing sample when checking reading level. Nothing else is as effective in determining a reader's understanding of the conventions of print as is a writing sample.

PICTURE ASSESSMENT

Directions for giving the picture writing assessment are as follows:

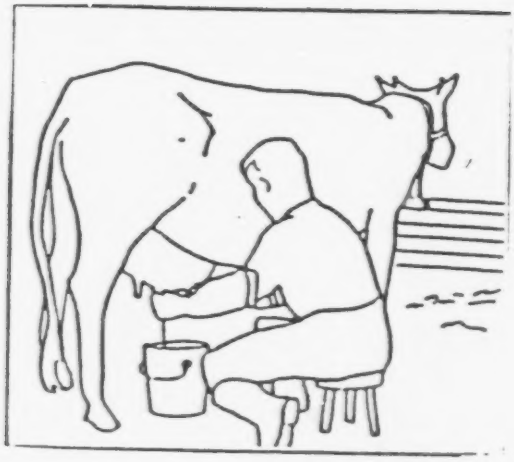
Show the learner all the copies of the assessment and discuss what s/he is to do, not to worry about spelling, grammar, etc., but just to answer the accompanying questions.

Next, have the learner choose which of the assessment pictures to write about, give him or her a pencil, and allow time to write responses to the questions.

Use the sample for part of your evaluation of the learner's understanding of print conventions.

GUIDELINES FOR WRITING ASSESSSMENT

1	2	3
WRITING STRATEGIES		
can form letters can copy text spells some words has some sight voc.	write short phrases or sentences; copies correctly; shows few spelling strategies;	writes some sentences; spells some words; uses punctuation at times; takes risks regardless of rule-awareness Aware of varying uses for writing; Uses writing independently; Codes well; Can self-correct Sees need for editing;



Look at the picture above. Decide what the picture is about. Write your answers under the questions below. Do the best you can with spelling, grammar, and punctuation.

What is the person in the picture doing? Write about it.

Have you ever worked at a similar job? When?

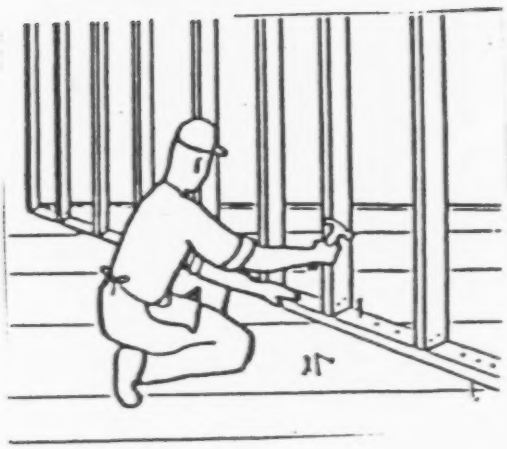
Write about why you might like or dislike the work.

Look at the picture above. Decide what the picture is about. Write your answers under the questions below. Do the best you can with spelling, grammar, and punctuation.

What is the person in the picture doing? Write about it.

Have you ever worked at a similar job? When?

Write about why you might like or dislike the work.



Look at the picture above. Decide what the picture is about. Write your answers under the questions below. Do the best you can with spelling, grammar, and punctuation.

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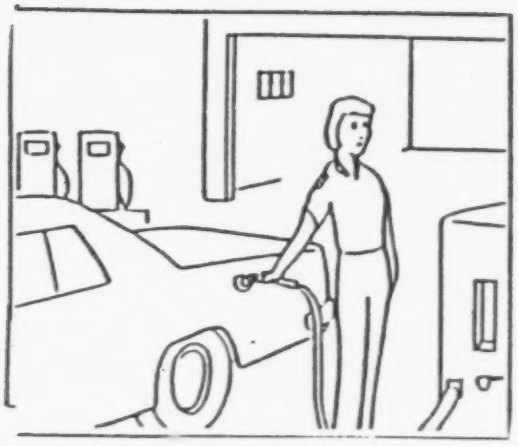
Write about why you might like or dislike the work.



Look at the picture above. Decide what the picture is about. Write your answers under the questions below. Do the best you can with spelling, grammar, and punctuation.

What is the person in the picture doing? Write about it.

Have you ever worked at a similar job? When?

Write about why you might like or dislike the work.

Look at the picture above. Decide what the picture is about. Write your answers under the questions below. Do the best you can with spelling, grammar, and punctuation.

What is the person in the picture doing? Write about it.

Have you ever worked at a similar job? When?

Write about why you might like or dislike the work.

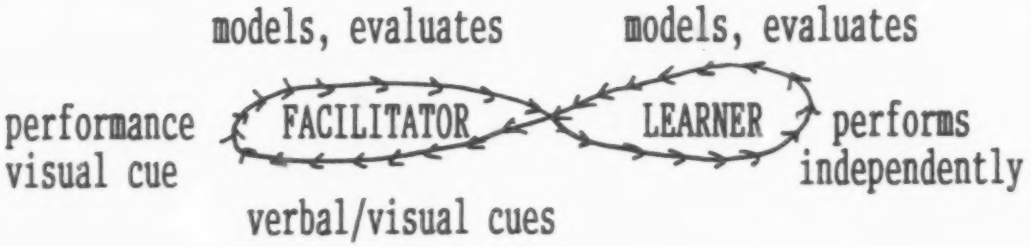
OUTPUT STRATEGIES

FOR

COLLAGE ASSESSMENT

WEB OF INTERACTION FOR SEQUENCING

GOAL IS INDEPENDENCE!



WRITING AS A PROCESS

Tutors and/or interviewers can use the following steps to teach a process approach to writing. There are several variations to the process approach, and each may include some or all of the steps as illustrated. This method be modified to suit the purposes of the learner.

Learners who still think that good writers write perfectly at the first try need to discuss the philosophy behind this approach to improving writing strengths. On the other hand, if we, as learners, believe that we develop a product, or have an "end in view" for whatever we write, and that we can ALWAYS change our product, then we accept that writing is a process which can evolve as we learn and grow. Help the learners you know assimilate the process approach to writing; further, they will come to benefit from the understanding that languaging is fluid and changing, as we are as users of language.

STEP I PREWRITING- Have writer gather information, experiment with ideas, choose a topic for writing, and then discuss it with others, either you or another member of the writers' group. Brainstorming is a good way to develop topics.

STEP II DRAFTING- The writer generates the first draft, knowing that s/he is to get ideas onto paper quickly. Make no corrections of grammar, spelling, or structure now. Because the new writer may be uneasy with the process at first, encourage him or her to talk about the feelings held about communicating in print.

STEP III SHARING- Have the writer read the initial product and question the writer to clarify the work or to expand upon ideas. Ask if the learner believes the work "says" what the author intended, and so on.

STEP IV REVISING- Based upon feedback from you or others in the writers' group, the writer will expand ideas, clarify meaning, organize information and modify print text as necessary.

STEP V EDITING- The writer focuses on eliminating errors at this stage. The writer self-corrects, as possible, then the peer or tutor check the product with an eye to formalizing the product for publishing, or additional revision. Writers should remain in control of the writing process as far as is possible. Discuss a title for the work.

STEP VI PUBLISHING- Tutor publishes the writer's work with appropriate binding and includes any illustrations that the author sees fit to include.

Encourage writer-in-progress and his or her peers to become editors who respect other writers' works and help each to develop as effective communicators.

CUEING THE LEARNER

Cueing the Learner is similar to the technique called Assisted Reading in that the facilitator's role gradually diminishes in the learning process. Remember, in Assisted Reading, have the learner begin by repeating you as you read, then encourage the learner to continue by filling gaps left when you lower your voice. Cue the Learner- give hints- only when necessary, and after appropriate wait-time.

Here is the sequence in Cueing the Learner:

- -The facilitator models the desired response.
- -The learner imitates the facilitator.
- -The facilitator evaluates the learner's response.
- -The facilitator intervenes with another modeling, if necessary.
- -The learner performs the task, with the facilitator cueing, if necessary.
- -The learner performs the task.
- -Repeat the steps as needed.

Cueing can also be applied when the learner seems to have difficulty giving a detailed retelling. By asking specific questions of the learner, you can cue him or her to remember more specific details.

First, have the learner choose a reading passage.

Always provide an opportunity for the learner to "scaffold" or build upon existing knowledge. The facilitator may want to use a webbing exercise to ascertain the Learner's prior knowledge by helping him/her "see" what is already known about a new subject. By providing a visual image of the learner's prior knowledge, the facilitator also provides new words in the learner's own context and vocabulary within the web. The facilitator also sees what the learner knows, how the learner builds upon knowledge, and the learner's depth of understanding about a particular topic.

Too, webbing offers the learner the opportunity to do the following:

- -Identify what is prior knowledge; does the learner have enough information to go on?
- -Attach meaning to the knowledge; does the learner have a stake in learning?
- -Determine possibilities; does the learner have ideas about the relationship of new learning and old? Does the learner understand how new information may affect him or her? Is the info relevant or purposeful?
- -Choose best possibilities; can the learner make a best guess based upon needs and wants?
- -Act upon the decision; will the learner do what is necessary in order to achieve his/her goals?

Remember to help the Learner build upon existing schema, or prior knowledge!

LETTERS OF THE ALPHABET

It is important to have the Learner use lower case letters before teaching when and how it is appropriate to use upper case letters. Remember that we see lower case letters far more often in print. Upper case letters are "mile markers" in that they denote special words, like proper nouns, or they indicate the beginning of a sentence. Many people still believe that we can more easily read words that are printed in capitals, and, unfortunately, we still see Learner Recruitment brochures printed in this way. (As an example of what I mean, count the times in this paragraph that upper case letters were used and see for yourself.)

Most students seem to have learned all or most of the alphabet, but if your learner is not able to generate it orally, help him/her learn to sing the alphabet song. The learner's ability to chant or sing something often aids in memory retrieval and/or retention. The song "chunks" several letters together, like, " l,m,n,o,p...", thus making the letters easier to learn.

Several strategies to facilitate learning follow:

-Connect visual image with sound of letter
Use picture cards incorporating pictures of words beginning with the letter's sound

-Practice matching sound of letter with letter
Remember to differentiate between letter and letter sound
-Practice matching letter with letter's sound
-Sequence the alphabet: recite and recognize and vice versa
-Practice writing the alphabet from oral recitation

Materials to Have on Hand

-magnetized letters, felt letters or other manipulatives
-alphabet chart
-chalkboard/ colored chalk or felt-board
-letter cards/visual aides
-sandpaper for texture discrimination
-paper/pencil; paper, lined or unlined based upon Learner's level
-colored paper, colored or scented pens

STRATEGIES FOR IMPROVING COMPREHENSION

KWL

The learner chooses a reading passage.

Ask the learner to think about the topic.

Prior to reading ask:

K- What does the learner already know about the topic or concept which will be covered in the reading lesson?

W- What does the learner want to learn about the topic s/he will read in the lesson?

After the reading has been completed, ask:

L- What has the learner learned after reading the passage?

These responses can either be written or given orally.

CREATING VISUAL LEARNING AIDS-COMPREHENSION

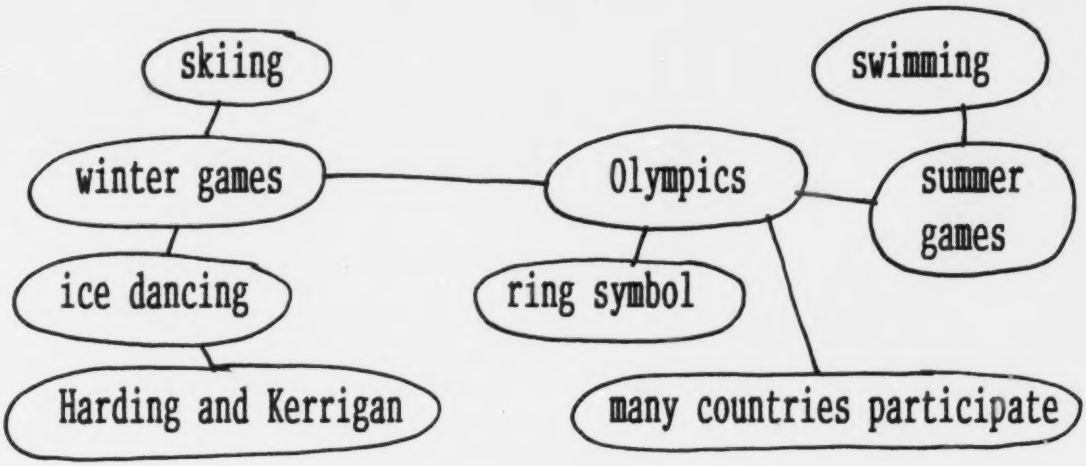
WEBBING

Webbing exercises aid learner's comprehension by placing prior knowledge in a form that can be viewed by the learner. Not all learners are linear learners and webbing provides a print context for learners who have some knowledge about a topic, but may be unable to list facts.

Further, webbing exercises, which use the learner's vocabulary and context to illustrate understanding of a topic, demonstrate the learner's prior knowledge of the concept or topic to be learned. Webbing also previews new vocabulary that may be in the learner's oral vocabulary but may not be in the learner's print vocabulary.

Demonstrate the webbing exercise by asking the learner to choose a passage to read. Discuss the headlines or title: peruse the accompanying pictures and talk about them; then ask the learner to help you create a web using the learner's prior knowledge of the topic. For example, if the news article that the reader chose is about the Olympics, put the term in the center of the page-or have the learner do so-, circle the term, and have the learner free-associate. Attach the new "bubbles" to the central bubble.

An example follows:



After the reading and discussion have been completed, have the learner add to the web in greater detail, demonstrating the change in learning.

SPELLING

Spelling should always come from the writings of a beginning reader/writer. This taps both the experience, understanding of context, and vocabulary of the learner. Students usually are more successful when learning to spell words that are already in their usage-vocabulary. These words are more relevant and, therefore, meaningful to the student. Purpose, too, is a factor in understanding why we need to be good spellers, not to mention clarity's importance to the audience's ability to comprehend the printed message.

Encourage the learner to write a story or journal entry. When you and the learner are editing the work in progress, help the learner recognize the mispellings and correct them. The learner then makes another copy with the new corrections. If necessary, repeat the editing stage. If your student understands that writing is a process, s/he will be agreeable to the changes needed for clarity.

If the student is not at the stage that s/he can write a story, or feel comfortable enough with you to do so, again, use a Language Experience Approach and have your learner dictate a story to you. You may want to explain that s/he should think of telling a story that pertains to his/her goals in education, because s/he needs to be aware of the purpose of the exercise. Print the story for the student.

After the student reads the tale several times and begins to recognize certain words, s/he can chose a few of the words to learn as spelling words. These words will probably be the ones that the learner needs to learn as related to the goals specified in the Individual Education Plan. For example, if the learner is learning high usage words that s/he needs for writing work orders, then those words will motivate the learner to study them.

The spelling words can then be learned for the following session. Offer opportunities for practicing the new words often so that the learner becomes confident in his/her ability to write the necessary words. Remember, use the vocabulary and context of the learner as related to the goals s/he has whenever possible. After all, it makes no sense to have someone learn how to spell a word which will never be used at this stage of the learner's career.

PHONICS MINI-LESSON

While the phonics approach to teaching reading, also called a synthetic approach, does illustrate the reader's need to decode sounds, it is not a total program to help a new reader learn the complex concept of reading. It is, however, a necessary PART of the process. Some basic elements of phonics are listed below.

consonants in English: b c d f g h j k l m n p q r s t v w x y z

While most consonant letters have one sound, the following exceptions include:

c which can sound like k or s

g which can sound like j

s which can sound like s or es or z

Listen to the different sounds at the end of the following words: dog<u>s</u> cat<u>s</u> horse<u>s</u>

Patterns Affecting Vowel Sounds

short patterns long patterns

VC	at	CVVC	rain
CVC	ran	VCe	hope
CCVC	slam	CV	no

Closed syllable- contains one vowel, ends in a consonant, usually has a short vowel sound

Open Syllable- Ends in a vowel, usually has a long vowel sound

Patterns in longer words

VCCV	VCV	VCCCV	VCCle	first syllable closed-
hap/pen	men/ace	pan/ther	hand/le	short vowel sound

VCV	VV	VCle	first syllable open-
o/pen	ca/ter	po/em	cra/dle	long vowel sound

Because the vowel sound in most unaccented syllables can sound alike, as in menace happen initial apron, it is difficult for new readers to connect the vowel sounds, particularly when spelling them.

TECHNIQUE FOR CONNECTING SOUNDS WITH PRINT

When you have a student who has difficulty comprehending sound-symbol correspondence, try this modified Language Experience Approach to help build sight word vocabulary.

First, ask your learner to tell you the name of his/her favorite song. Listen to the song when you can, transcribing the lyrics to print, and making the printed copy look like a poem.

Next, give the learner a copy of the song and explain that you have printed the lyrics to the song for him/her to read along with the song as it plays on a recorder. Talk about the song and have the learner discuss the "story" the song tells. If you have a good idea of some of the words in print that are already in the learner's vocabulary, you may want to do a brief review. You could also do a webbing exercise using some of the words that may be new. (This will aid the learner by illustrating new words and concepts that may be hazy.)

The student then listens to the song, reading along with the printed lyrics. Repeat the song as often as necessary. After the learner is comfortable with the connections made with sound and symbol, ask the learner to read the lyrics without the accompanying music. Use assisted reading as necessary.

Have a discussion with the student to see if he/she feels that this is a good approach to use and why. Talk about both negatives and positives, as the learner sees fit.

The learner can take the printed lyrics home to practice as often as needed.

You can also have the student build upon the concept web at the end of the lesson to see if the learner has modified his/her understanding.

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